Lindley Junior School

School Information 2025 - 2026

Head Teacher's Welcome

I would like to welcome you to Lindley Junior School, part of The Heritage Multi-Academy Trust. We are delighted that you have chosen us for the next stage of your child's education. The educational journey of your child is of the utmost importance; it is vital that you should want to find out more about the opportunities and resources that are available for them.

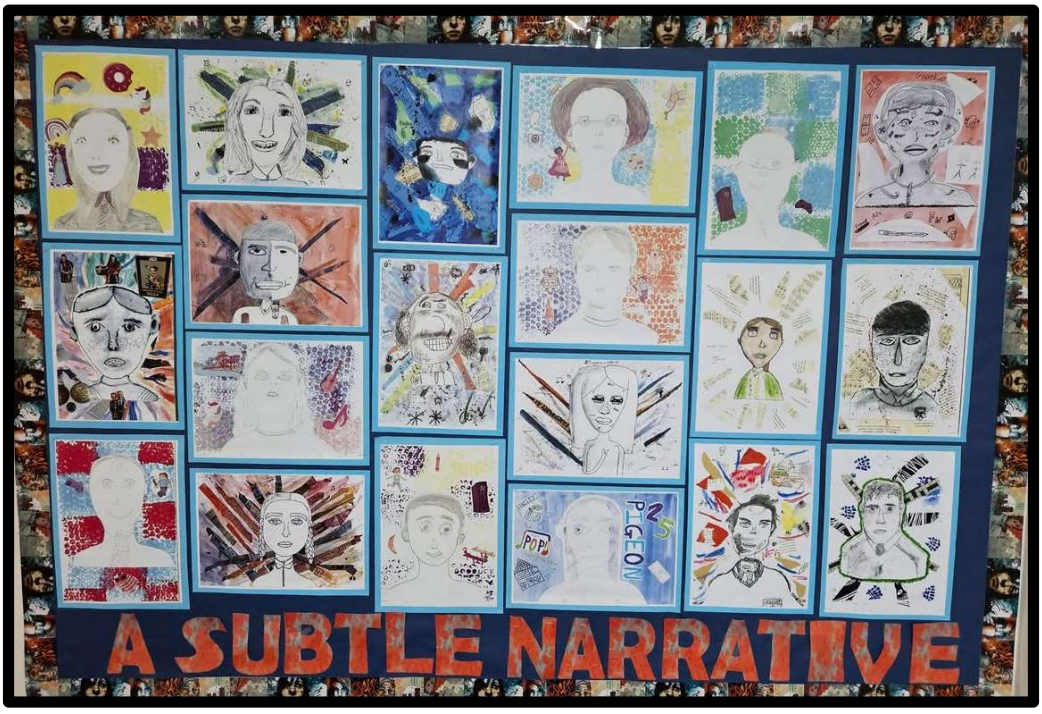
As you read this information booklet, I hope that you will gain an understanding of the philosophy and values of our school.

We believe in educating the 'whole child' and encourage our pupils to demonstrate positive growth mindset whilst developing their self-esteem, confidence and resilience in order to achieve to the best of their abilities.

Please contact us, should you wish to visit our school. I would very much like to meet you, but more importantly, I would like you to see the school, talk to the children and staff and experience for yourself the excellent curriculum and opportunities that we offer to all our pupils.

As well as this booklet, you will find a wealth of information about school events, policies, projects and trips on our website, as well as important and useful links, end of key stage results and our most recent OFSTED report.

Mrs E McKenna
Head Teacher



Our School Values

Tolerance
Respect
Understanding
Excellence

Ethos and values of the school

At Lindley Junior School, we offer a school community that encourages the development of tolerance, respect, understanding and excellence within a happy, hard - working environment. We want our pupils to develop lively, enquiring minds; be prepared for the challenges of life and reach the highest standards of personal achievement.

We promote a positive growth mindset in order to develop our pupils' self-esteem, confidence, resilience and achievement and a curriculum which is broad and balanced, allowing our pupils to experience a wide variety of sporting, musical and creative activities in order to develop their skills, interests, ambitions and potential within and beyond the classroom.

We ensure that our pupils are provided with the best opportunities for personal development and challenging goals to foster a 'love of learning.' We believe our curriculum encourages achievement and develops caring and positive attitudes, furthering pupils' tolerance, respect and understanding of themselves, others and the world in which they live. All our pupils achieve to the best of their abilities and are prepared for the challenges, opportunities and responsibilities of adult life. We strive for excellence.

General information

Address George Street
Lindley
Huddersfield, HD3 3LY

Telephone 01484 654650
E-mail office@lindleyjunior.org.uk
Web site www.lindleyjun.org.uk

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Term Dates 2025-2026

Autumn term 2026	Re-open Tuesday 2nd September 2025
October half term	Close Friday 24th October 2025 at 3.30om
	Re-open Tuesday 4th November 2025
Christmas	Close Friday 19th December 2025 at 3.30pm
Spring term 2026	Re-open Monday 5th January 2026
February half term	Close Friday 13th February 2026 at 3.30pm
	Re-open Tuesday 24th February 2026
Easter	Close Friday 27th March 2026 at 3.30pm
Summer term 2026	Monday 13th April 2026
May Day	Monday 4th May 2026
Spring Bank Holiday	Close Friday 22nd May 2026 at 3.30pm
	Re-open Tuesday 2nd June 2026
Summer holiday	Close Friday 17th July 2026 at 3.30pm

Inset days:
Monday 1st September 2025
Monday 3rd November 2025
Monday 23rd February 2026
Monday 1st June 2026
Monday 20th July 2026

About us

Lindley Junior School – part of Heritage Multi Academy Trust – has approximately 496 pupils in the age range 7-11 years. Our current building was constructed in 1975, substantially refurbished in 2012 and again in summer 2025. The school's history in the community goes back well over a hundred years and strong traditions such as a house system, prefects and the uniform are maintained. We are proud of the school's happy atmosphere and, although the emphasis is firmly on hard work and achievement, your child's enjoyment of school is of great importance to us. A wide range of extra-curricular activities including sport, music and various creative arts groups, is offered to increase enjoyment. Parental involvement is encouraged through formal and informal links and parents are always welcome in school.

The school is close to the centre of Lindley on George Street.

Most of our pupils transfer to Salendine Nook High School (also part of Heritage MAT); whilst others attend Royds Hall and Brooksbank. Lindley Junior School is also classed as a feeder school to Rastrick High School in Calderdale and the two Halifax Grammar Schools.

The school building and grounds

Our original building was constructed in 1975 on a site adjoining Lindley Church of England Infant School. There are 16 classrooms, arranged in pairs, each pair having its own entrance, cloakroom, toilets and shared work area. There is a hall, dining room, performing arts studio, an immersive room and a hygiene suite.

Externally the grounds have been substantially improved to increase their potential as a learning resource. In addition to the two tarmac playgrounds, we also enjoy the use of an amphitheatre, a multi-use games area (MUGA) and a large playing field.

Curriculum Intent

At Lindley Junior School, we offer a broad curriculum which is conceptually rich, relevant, and balanced providing a challenging educational journey.

We seek to develop lively, enquiring minds; to prepare pupils for the challenges, opportunities and responsibilities of life through a high standard of education. Our curriculum is designed to give all pupils the knowledge and cultural capital they need to succeed in life.

Pupils will leave Lindley Junior School with a sense of belonging to their community; have the confidence and skills to make informed choices, through self-evaluation and making connections and, ultimately become life-long learners.

Our approach offers each pupil the opportunity for success. We expect pupils to work to the highest standards, and we seek to offer them the opportunity to gain confidence, interest, enjoyment and a real sense of personal worth. We maintain a quality learning environment involving the use of stimulating, informative displays as well as celebrating pupils' work through display. Some displayed work will be chosen as exemplars, other displays incorporate every pupil's work.

English

Pupils are taught to speak and write appropriately for different situations. Pupils increase their ability to read challenging and lengthy texts independently, reflecting on their meaning, analysing and discussing them with others. Wherever possible, we include visits from authors, in partnership with the local Children's Bookshop.

We continue to use a range of strategies for the teaching of English; this approach provides a challenging and appropriate curriculum, based on approximately six hours English teaching per week, for all our pupils, and ensures children develop a strong command of both written and spoken language.

In order to foster a love of literature, through reading for enjoyment, we use a whole school approach to teaching language through literature. The following list names the books that are likely to be studied in each year group.

Year 3	The Ice Palace	Robert Swindells
	The Boy Who Grew Dragons	Andy Shepherd
	The Wild Robot	Peter Brown
Year 4	Krindlekrax	Philip Ridley
	The Boy at the Back of the Class	Onjali Q Rauf
	George's Marvellous Medicine	Roald Dahl
Year 5	The Nowhere Emporium	Ross MacKenzie
	Harry Potter and the Philosopher's Stone	J K Rowling
	The Whistling Monster Stories from Around the World	Jamila Gavin
Year 6	The Explorers	Katherine Rundell
	After Tomorrow	Gillian Cross
	Kensuke's Kingdom	Michael Morpurgo

Reading

Reading underpins all areas of the curriculum at Lindley Junior School with pupils being asked to scan and skim texts and research using a range of sources; each lesson incorporates this fundamental skill. All classes class libraries containing a wide range of fiction and non-fiction books from which pupils can select their own reading material.

All pupils' reading is assessed in September. From this, pupils who need to practise their fluency and comprehension on a regular basis, are identified. For those pupils who are still developing their phonological knowledge and decoding skills, we use the Ruth Miskin phonics programme; these pupils read on a daily basis with an adult. Your child will also benefit from all opportunities to share - with you - different forms of literature e.g. comics, stories, poems and information books. The reading material should be both enjoyable and have a level of difficulty that allows the child to be fluent and successful. Every pupil is expected to read at home on a regular basis as part of their homework, to develop their fluency and love of reading.

Spelling

We teach a rigorous structured and systematic spelling programme, which includes weekly and daily spelling activities. These activities have a strong phonics foundation and pupils investigate patterns in phonemes (sounds) and related graphemes (how sounds are written). Pupils work to prove or disprove a hypothesis (idea or suggestion), which is linked to the spelling requirements of the national curriculum. Pupils are encouraged to identify focus graphemes / phonemes in all areas of the curriculum, to improve their recognition and retention of spelling patterns. Any spellings pupils may bring home, will be linked to the statutory lists, high frequency words or subject specific vocabulary, rather than being linked to spelling lessons.

Mathematics:

At Lindley Junior School we want all our pupils to be fluent in the fundamentals of mathematics; whilst demonstrating enough mathematical dexterity, confidence and resilience to tackle any problem they are presented with.

Through our explicit teaching of the National Curriculum, pupils are taught that mathematics is a highly interconnected subject; applying their knowledge to science, technology, computing and other subject areas. All pupils are encouraged to develop a high standard of fluency, calculating with confidence and accuracy across all four operations. We want our children to use the most efficient method at all times, whether this be a written or mental strategy.

We support children's fluency through a Concrete-Pictorial-Abstract (CPA) approach. Children are encouraged to use 'real-life' objects – coins, counters, cubes etc., to support their understanding, followed by pictorial representations of the problem, such as the bar model, to help them 'see' the structure of the problem. Children move into abstract working as they become familiar with number concepts and relationships.

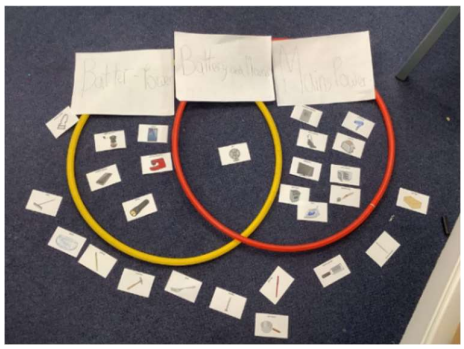
Homework in maths is in the form of online Time Table Rockstars and Numbots for Years 3 and 4; whilst Year 5 and 6 have a more formal weekly homework booklet to complete as well. We also encourage children to learn their KIRFs (Key Instant Recall Facts) the focus of which changes every half term and can be found in their school planner. Other activities that may be suggested are telling the time, food preparation involving the measurement of ingredients and practical use of money in shopping.

Science

Science is taught in an exciting and stimulating way so that it challenges and inspires pupils to search for answers; to explore the world around them and communicate their findings. We aim to relate science to everyday life and pupil's first-hand experience. Our principal aim is to develop pupils' scientific knowledge, enquiry skills, and concepts, whilst encouraging them to be investigative in a systematic and logical way.

Specific teaching provides an opportunity for pupils to build up a body of scientific knowledge and understanding, and to become effective communicators of scientific concepts and knowledge.

We encourage pupils to ask, as well as answer, scientific questions and develop a range of scientific vocabulary to express their ideas. They have the opportunity to work with a variety of data, such as statistics, graphs, pictures, and photographs. They use technology in science lessons where it enhances their learning.



Opportunities with local industries have allowed us to enrich our STEM curriculum with exciting, practical science activities; it has also improved our pupils' perception of STEM related careers and opportunities. We also maintain close links with local high schools who provide exciting transition projects for pupils in upper school; this has given our pupils the opportunity to engage in activities which require the use of Bunsen burners, electronic microscopes and chemicals, promoting enthusiasm and enquiring minds for the fields of chemistry and physics.

Throughout the year, each year group benefit from a wide range of visits and visitors, not only does this enhance their learning opportunities, it also supports our pupils' ability to make links with 'real life'.

Computing

Computing plays a vital role in helping pupils become confident, creative and responsible users of technology. We aim to teach three main strands: computer science, information technology and digital literacy.

Through computer science, pupils learn basics of coding. They create and debug simple programs, understand algorithms, and develop problem-solving and logical thinking skills. They also begin to understand how computer networks and the internet work. In information technology, pupils use a range of software to create, edit, and present digital content. This could include making presentations, spreadsheets, digital artwork, or simple data analysis. They also learn how to search the internet effectively and evaluate online information. Digital literacy teaches pupils how to use technology safely and responsibly. They learn how to protect personal information, behave respectfully online, and know what to do if they encounter something inappropriate or concerning. By the end of KS2, pupils will be confident users of technology, equipped with essential skills for further learning and life in a digital world.

History

Pupils learn about significant people, events and places from the distant and more recent past. We teach pupils to recognise and study historical evidence, to understand that society has been shaped by developments in the past, to use empathy and to develop a sense of chronology. We also focus our curriculum on the heritage of our local area. Each year group looks at different aspects from Lindley to Huddersfield. Focusing on listed buildings, to completing heritage trails and seeing how our area has changed through time and the people, buildings and events that shaped this.
We teach history through the study of specific periods as follows:

Year 3 - British Stone Age; Ancient Civilisations of Egypt, Greece, the Shang Dynasty, Kingdom of Benin and the Indus Valley.

Year 4 - Iron Age and Celts; Romans in Britain; Anglo-Saxons and the Vikings

Year 5 - Local history focusing on industry and the life of Victorian children; The Mayan Civilisation

Year 6 - A study of Crime and Punishment throughout British History; Medicine and Disease in significant historical eras.

Geography

Pupils are given the opportunity to develop their geographical knowledge and fieldwork skills; gain an understanding of the world around them and recognise the inter-relationships of humans and the environment. The geographical areas studied are as follows:

Year 3 - A study of Lindley and the UK; a study of contrasting environments, focusing on North America including deserts, mountains, rivers and great lakes

Year 4 - A study of our local area linked to historical maps including a visit to Greenhead Park; a study of Europe linked to history including Italy

Year 5 - A study of the wider local region including the Colne Valley, investigating communication, settlements, industry and land use linked to local historical events; a study of Mexico and the Mayan Civilisation

Year 6 - Worldwide geological features including mountains and volcanoes, earthquakes and islands and aspects of human geography e.g. population and settlements.

Art and Design

At Lindley Junior School, we believe that Art and Design play a vital role in nurturing creativity, self-expression, and critical thinking in all of our pupils. Our art curriculum is designed to inspire curiosity, encourage experimentation, and build confidence in a wide range of artistic skills. Through a carefully planned, progressive approach, we aim to give every pupil the opportunity to develop their own artistic voice, while learning about the work of a diverse range of artists, designers, and makers from across time and cultures.

A key element of our approach is the use of sketchbooks as a personal creative space for every child. Sketchbooks are an essential part of the artistic journey, allowing pupils to explore ideas, experiment with techniques, and reflect on their creative process. They are a place where pupils can record their thoughts, collect inspiration, and develop their ideas over time, emphasising that the process of making art is just as valuable as the final piece.

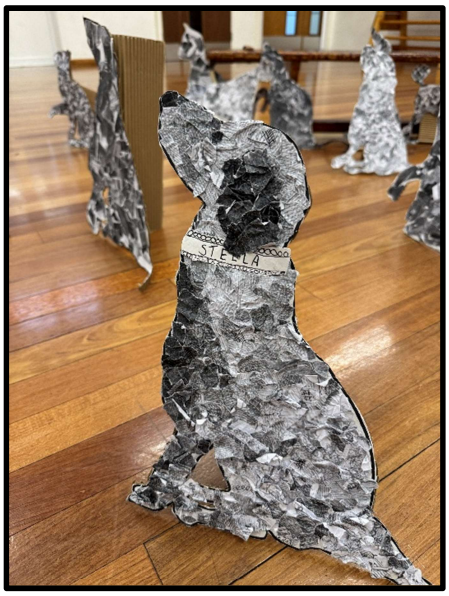
Each year group also enjoys at least one-half term where Art and Design is taught all afternoon in our dedicated art space. These extended sessions allow for deeper exploration of materials and techniques, giving pupils the time and environment to become fully immersed in their creative work. Working in this specialised space helps foster a sense of focus, ambition, and pride in their artistic achievements.

Our curriculum offers a rich and inclusive approach, promoting creativity through process-focused activities that value both exploration and outcome. The curriculum is structured around key strands such as drawing, making, designing, and evaluating, while also encouraging pupils to reflect on their own work and the work of others. This enables children to experience art as a journey of discovery rather than a race toward perfection.

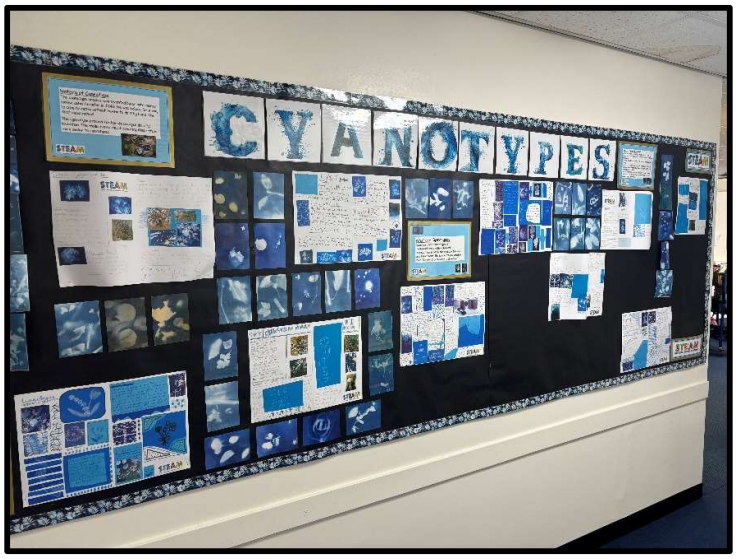
Our art teaching supports pupils in developing their practical skills in a variety of media, including drawing, painting, sculpture, printmaking, and digital art. Lessons are thoughtfully sequenced to build technical knowledge while fostering independence and imagination. Pupils are encouraged to experiment with materials, take creative risks, and learn that mistakes are part of the creative process. This aligns with our school's wider ethos of promoting resilience, curiosity, and a growth mindset.

Throughout the year, we celebrate artwork through displays and collaborative projects, ensuring that pupils' creative achievements are shared and valued across our school community. We aim to equip all pupils with the skills, knowledge, and passion to continue enjoying and engaging with the arts well beyond their time at Lindley Junior School.

Cyanotypes
Christian Marclay
Christian Marclay is an artist who loves to mix different kinds of art. He likes to experiment which different things to use to make a different or real still of art. He uses sound, music and images he bus dus this because he what to show people different tipps of art. He also uses video pices and he uses other pices of music.
Anna Atkins
Anna Atkins, who loved plants, discovered a way to capture images of plants using sunlight. This was one of the first ways to make a photograph!!!
Linda Clark Johnson
STEAM


STELLA

WILLOW


CYANOTYPES
STEAM

French

We teach French to provide a valuable educational, social and cultural experience for all pupils. Throughout years 3 to 6, listening, speaking, reading and writing skills are developed through the use of songs, stories and conversation. Older pupils will deepen their knowledge of French vocabulary and are encouraged to write and demonstrate their knowledge of French grammatical structures that have been taught. They will also be expected to use a French dictionary with increasing confidence to enhance their translation and literacy skills.

Music

Pupils across school explore a range of musical styles and traditions, learn to play instruments, sing in groups and begin to read and write basic musical notation. Through activities like listening, composing and performing, children build confidence and develop a deeper understanding of rhythm, pitch dynamics and musical structure. Music at KS2 also encourages teamwork, self-expression and a lifelong enjoyment of music.

Musica Kirklees (a charitable trust) provides instrumental music tuition, at a reasonable cost, both at school and at their Music Centres.

Design and Technology (D&T)

At Lindley, pupils are taught to search for answers to real-life design problems; to explore the world around them and communicate their design ideas.

We aim to relate D&T to everyday life and pupils' first-hand experience. Our principal aim is to develop pupils' analytical/ problem solving skills in an environment that build creativity and resilience.

Pupils are taught to develop the knowledge, skills and understanding necessary to design, make and evaluate products fit for a purpose – these include:

Year 3: Moving Story Books; Christmas Stockings (textiles), Smoothies (Food); Magnet Games

Year 4: Door Hanger (textiles); F1 Primary STEM project; Viking long ships

Year 5: Marble Run/Puzzle Games; Food Technology; Pizza (Food) F1 Primary STEM project

Year 6: Useful containers (textiles); Creating Fairground Rides (Electric circuits/ Structures); Keyrings (CAD design) and Food Technology

Physical Education

We offer a high-quality physical education curriculum which inspires all pupils to be enthusiastic, succeed and hopefully excel in competitive sport and other physically-demanding activities. There are opportunities for pupils to become physically confident, to develop their health and fitness, to build character and to help to embed values such as fairness, respect and good sporting behaviour. At all times, pupils will be expected to demonstrate an awareness of safe practices and procedures in every area of physical education, including the ability to handle and use apparatus and equipment safely.

Pupils will be taught to how to apply and develop a broad range of skills; to use them in different ways and to link them to make actions and sequences of movement. They will be encouraged to communicate, collaborate and compete with each other. They will be taught to understand how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

As part of their National Curriculum entitlement, swimming is taught in Year 4. The key purpose is to ensure that every child has the skill to be safe in and around water.
Our aim is to ensure that pupils can:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Religious Education

The school is not affiliated to any religious group. The programmes of study that we cover have been drawn from the Kirklees Agreed Syllabus. The specific faiths that we study are Christianity, Judaism, Islam, Sikhi, Hindu Dharma, Buddhism and non-religious approaches:

- to know about and understand a range of religions and other world views;
- to express ideas and insights about questions of beliefs, meaning & values;
- to investigate and respond to important questions for individuals and the wider community.

PSHRE (Personal, Social, Health and Relationship Education)

PSHRE is a subject which aims to enable our pupils to develop the skills and attributes needed to keep themselves safe and healthy and to prepare them for life and work beyond school.

At Lindley Junior School, our PSHRE curriculum is designed to develop resilience, self-esteem, risk-management, team-working and critical thinking. Our pupils will become familiar with the concept of a Growth mind-set and the British Values outlined by Ofsted as: rule of law, democracy, individual liberty, mutual respect and tolerance are embedded in all aspects of school life. As you might expect, there are many ways in which the PSHRE curriculum overlaps with that of other - science, computing and religious education for instance; however pupils also take part in regular discrete PSHE lessons.

Relationship and Sex Education (RSE)

We teach RSE through different aspects of the curriculum. Whilst we carry out the main RSE teaching in our PSHRE curriculum, we also teach some RSE through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In PSHRE and science we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and their functions, and we explain to children what will happen to their bodies during puberty, life cycles and the main stages of the human life cycle. We encourage the children to ask questions and for further clarification and information if they need it.

From Year 5 onwards, we include a unit on health education, as many children experience the onset of puberty from this age. Teachers answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are made and born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children.

The health aspect of PSHRE will be taught during the second half of the summer term. Opportunities will be provided for parents / carers for them to discuss the teaching materials with the year group leader or senior leader within school as desired.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

Me and my relationships	Keeping safe
Valuing differences	Rights and respect
Being my best	Growing and changing

Visits and Visitors

We use visits and visitors to enhance and enrich our curriculum. We plan exciting trips for pupils in each year group to support and stimulate their learning and understanding in specific curriculum areas. We also benefit from a wide range of visitors into school including: authors, historical actors, scientists and dance workshops.

All pupils in year 5 and 6 have the opportunity to take part in an outdoor and adventurous activities: Year 5 during their residential visit to Robinwood Activity Centre in Todmorden and Year 6 when we camp overnight with The Big School Camp!

School Council

The School Council was established to involve all pupils in the life of the school beyond the formal learning process. We have annual elections where each class in the school elects two class representatives. We hold 'hustings' and have a secret ballot as in 'real' democratic elections. The Council meets each half term or more frequently as required. As well as regular School Council meetings, class councillors feedback and take suggestions to and from their peers so that views expressed at council meetings are representative of the wider pupil community.

Eco-Ambassadors

We recognise how important it is for our young people to be informed and engaged with environmental action and education. Our Eco-Ambassadors are a group of pupils voted for by their peers who form our school 'Green Council'. They are passionate about empowering and motivating our school community to drive change and improve environmental awareness. Regular meetings are held throughout the year where eco-friendly and environmental issues are discussed so that pupils have a platform to voice their opinions and share ideas.

Enrichment at Lindley

There are many extra-curricular activities on offer both during lunchtimes and after school. These include: choirs; musicals group; Dance Emporium; yoga; gymnastics; football; gardening; British Sign Language; cricket; netball; science; art and even sword dancing! A detailed booklet with additional information about clubs for each year group is provided at the start of the autumn term.

Our Approach to Emotional Well-Being and Mental Health

"Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to her or his community" (World Health Organisation 2014)

At Lindley Junior School, we want all pupils to be happy and successful. We aim to promote positive mental health and emotional well-being for our whole school community, recognising that it is just as important as physical health and a crucial factor which can affect learning and achievement.

We aim to be a school where our pupils feel valued and have a sense of belonging; where they feel able to talk openly with trusted adults; where they are able to express a range of emotions appropriately, feel confident in themselves, manage times of stress, deal with change and be able to make and maintain positive relationships with others.

Some of the ways in which we promote and value positive mental health and emotional well-being are:

- Weekly PSHRE (Personal, Social, Health and Relationship Education) lessons across all year groups – the principal values and teaching points of which underpin our whole curriculum and ethos
- Having a designated Emotional Well-being Lead Teacher - Mrs Greenwood - based in school who is known to parents and pupils alike
- 'Well-being Wednesday' activities which are accessible for all of our pupils and their families
- Well-Being Warriors – older pupils who provide emotional support to others under the guidance of the Emotional Well-Being Lead Teacher
- Working in partnership with parents and carers
- Working with external agencies to provide additional support when required

We want our pupils to feel equipped to deal with change and the stresses of daily life in addition to having the confidence and skills to build positive relationships and make informed decisions about their own well-being – skills that we will support them to develop during their time with us and that they will take with them throughout their lives.

Emotional Well-being

School offers opportunities to prevent mental health problems by promoting resilience; providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen, helps them to thrive even in the face of significant challenges. Having a sense of belonging to a school is a recognised protective factor for mental health. School aims to be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems. Therefore, in conjunction with our ethos and the 'Preventative System' we will aim to actively promote mental well-being through specific scheduled activities and the school's cultural norms.

Special Educational Needs & Disability

Many children have special educational and/or additional needs due to learning difficulties at some stage in their school life and need special provision. These needs are found across the ability range and may only be short term. We recognise the importance of the early identification, assessment and provision for pupils who may have these needs.

Our Approach

The fundamental principles are:

- pupils with special educational needs require the greatest possible access to a broad and balanced education, including the National Curriculum
- the school seeks to recognise and be aware of the needs of each individual child, according to ability and aptitude through effective observation, testing and analysis
- the school endeavours to identify and assess, as early as possible, all pupils with special educational needs
- consultation and partnership with parents is of vital importance
- where it is appropriate, in the light of the pupil's age and understanding, we consider the wishes of the pupil
- as appropriate, outside specialists including health and social services, local authority support services and voluntary organisations will be involved in meeting the needs of pupils
- all members of staff are responsible for pupils' learning and wellbeing and are trained appropriately
- assessment and evaluation of our systems of early identification / recognition, provision, etc. as an integral part of our approach.

The school day

Morning 8.55am to 11.45am Lower School & 8.55am to 12 noon for Upper School
Afternoon 12.45pm to 3.30pm Lower School & 1.00pm to 3.30pm for Upper School

Pupils are welcomed into school from 8.45am and there are always morning tasks for them to complete. Registers are taken at the beginning of the morning and afternoon session.

Children's lessons are timetabled to include the full range of subject areas with maths and English taught every day. A copy of your child's timetable will be shared with you in their planner.

Assemblies

Every week, pupils meet in 'whole school sing', to learn new songs and celebrate events including: Harvest, Christmas and Easter through singing. Assemblies for upper and lower school take place weekly; these are usually led by the Head Teacher or other members of teaching staff. Visitors, including the vicars from local churches, representatives from local charities or our community police officers also lead assemblies. Pupils also come together in our Achievement Assemblies to celebrate success outside of school as well as recognising those pupils who have demonstrated our TRUE values.

Lateness:

Registration is a key part of the school day and pupils are expected to arrive punctually. The sessions begin at 8.55 a.m. and 12.45 pm / 1pm. Poor punctuality is not acceptable. If your child misses the start of the day they can miss work and do not spend time with their class teacher getting vital information and news for the day. Pupils, who arrive late, can also disrupt lessons; it can be embarrassing for the child and also encourage persistent absence. As the teaching day starts at 8.55am **all pupils arriving after this time must enter school through the office entrance.** Pupils arriving after 9.00am will be marked as late in the register. Late is classed as an unauthorised absence after 9.15am.

Absence

If your child is ill and has to stay at home, please inform the school of your child's absence and their symptoms either by telephone or e-mail before 9am. Reception is 'manned' from 8am. The law requires the school to record any unexplained absences as 'unauthorised absences'.

We would ask that parents/carers make routine medical and dental appointments outside of school hours wherever possible. Please inform the school, by letter/e-mail, in advance, if your child has to leave school early or during the school day. Please note that pupils will only be allowed out of school during the day if they are collected and signed out from reception by a parent or other known adult.
If no message has been received about an absence, good practice requires schools to try to contact parents to inform them that their child has not arrived in school.

Emergencies

In case of an accident or illness in school all possible steps will be taken to contact you immediately. The first priority will be to arrange treatment for your child and it may be necessary for a member of staff to accompany your child to hospital if you cannot be reached straight away.

Please make sure that the school information sheet is complete with contact numbers and is always up-to-date. We need to know immediately if there is any change in your address, place of work or telephone number.

Health

Please ensure that the class teacher is aware of your child's needs and share any concerns you have with us. It is vital that any medical/allergy information is recorded or updated on the pupil information sheet each year.

We work hard to support pupils with medical needs. We have established a set of routines and forms to help us manage medicines in school. Parents will be asked to complete forms where a child has a medical condition which requires medication or changes to the school environment.

If your child needs to take any medication at school, the container must be clearly labelled and all the appropriate forms must be completed. Pupils must not bring medicines to school without prior agreement with the school.

Communication

We are happy to accept letters or messages via e-mail **office@lindleyjunior.org.uk**

Please note that the office team will pick up the messages and relay them to the relevant class teacher during regular working hours. We ask that parents notify school before 9.00am about any pupil absences due to illness or appointments etc.

We endeavour to send home any information for parents each Wednesday. Newsletters, letters and messages are sent by our school communication system, School Ping so please ensure we always have an up to date mobile number and email address.

Web site - We will also be asking whether we are able to use your child's photograph in publications and/or on the web site. Our website address is: **www.lindleyjun.org.uk**

We also have a 'Facebook' page - Lindley Junior School, which shares regular updates about school life.

Parent - Teacher consultation meetings

We value our contact with parents and hope that you find us approachable and informative. We need to know if your child has any problems or worries. Parents are always welcome in school and we would ask you to make early contact with us if you have any concerns or worries. We operate an open door policy and are always pleased to see parents at any mutually agreeable time – not just during designated parent teacher consultation sessions.

Usually parent teacher consultation meetings are held in the autumn and spring terms. The autumn term meetings are held in the second half of the Autumn Term, when your child has had time to settle into their new class. It also gives the class teacher the time to really get to know your child. The aims of these meetings are to discuss how your child has settled in to their new year group. At the spring term meeting, the key purpose will be to discuss your child's progress and in the summer term a written report is produced.

We regularly post photographs of activities and work on Seesaw, where you are able to share with your child the work they have been doing in class.

Safeguarding pupils

Lindley Junior School is committed to ensuring the welfare and safety of all children in school and follows the Kirklees Safeguarding Children Partnership procedures. The school will, in most circumstances, try to discuss all concerns with parents about their children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures). The school will, of course, always aim to maintain a positive relationship with all parents. The school's Safeguarding and Child Protection policy is available on request and is on the school's website.

School Meals

We are pleased to offer high quality catering from fresh ingredients. During the warmer weather freshly made sandwiches are offered as well as a traditional menu including roast meats as well as fish and vegetarian dishes. Bread is baked on site each day. Our current menu is published on the school website.

Packed lunches may be brought but please do not send warm food, flasks, fizzy drinks or glass bottles. If your child requires a special diet, please let us know so that accommodations can be made where possible. Please ensure all packed lunch containers are clearly labelled with name and class. Lunch boxes are stored on a trolley outside the classroom.

If your child changes from packed lunches to school meals, or the reverse, please ensure that you inform the school office, by letter, e-mail or phone call **before** the change.

Lindley Junior School is a 'cashless' office. We use **ParentPay** as our method of payment to school. ParentPay offers the freedom to make online payments whenever and wherever you like, 24 hours a day, 7 days a week - safe in the knowledge that the technology used is of the highest internet security available. Parents have a secure online account, activated using a unique username and password; making a payment with your credit or debit card is straightforward and ParentPay holds an electronic record of your payments for you to view at a later date.

The cost of a school meal from **September 2025** will be **£2.85 per day**, **£14.25 a week** and payment for the week should be made on the **first day of that week** unless, of course, the child is ill on that day. We are pleased to accept payment (in advance) on a half-termly or termly basis if preferred.

Snacks

We always try to encourage a healthy attitude to eating, children are allowed to bring fruit to eat at break times, but sweets and crisps must not be brought to school as a snack. Fruit pots and fresh fruit; hot chocolate and fruit juice and pastries are on sale from 'The Snack Shack' in the lower playground once a week from 10.30am to 10.40am at a price of 50p per item.

Drinks

We encourage pupils to bring fresh water in a named, spill proof container (not screw top please); pupils will keep the water in their classrooms. Please encourage your child to drink water in school but please note that fizzy drinks and juices are not allowed.

Lost Property

We will only keep items of lost property for a maximum of **one month**. Pupils and parents are welcome to check the lost property boxes, which is situated outside the lobby area of reception. Please note that valuable items will be kept in the school office.

Money and Valuables

Any money brought to school should be the minimum required and should be in a named purse or envelope. It can be handed to the class teacher for safe- keeping but must not be left in coat pockets or bags. Mobile phones are **not allowed** in school. Other inappropriate articles, for example, electronic toys and sharp objects, should not be brought into school. Any pupil bringing a phone to school, must ask a parent / carer to complete the appropriate permission form. The phone must be turned off and left at the office at the beginning of the day and then collected at 3.30pm.

Jewellery

Primarily for safety reasons, it is preferred that **no jewellery**, including earrings, is to be worn in school. If your child has pierced ears, they may wear a pair of small, stud earrings but these **must** be taped or removed for PE & Games. Earrings **must** be removed for swimming lessons.

Arriving and Leaving

There is an agreement between the Infant and Junior School, which allows shared access. There are four pedestrian entrances:

- the ramp from George Street to the top Junior playground, which has an intercom system during the school day.
- the steps from George Street to the top Junior playground (locked during the school day)
- the side path from East Street to the bottom Infant playground
- the Infant school gates are opened in the morning and afternoon to allow free movement across the sites of the two schools instead of walking on George Street.

On arrival, from 8.45am, pupils come straight into the building. At the end of the day parents of Year 5 & Year 6 pupils should wait for their child at the top of the playground by the ramp; parents of Year 3 & Year 4 pupils should wait at the top end of the lower playground. This is vital for the security of your child, because with so many adults in the playgrounds and by the doors, it would be very difficult to spot anything untoward.

There is a significant traffic congestion problem around the schools; discussions with the police have led to the following requests:

- please **do not park or drive along George Street** which can be crowded with children
- please do not park on any yellow lines, however briefly
- please, if possible, leave your car some distance away and walk the final distance to school
- please be considerate to residents and other road users in your parking

School Policies, Complaints Procedure and Other Documents

School policy documents are on the school website under the 'Policies and Statements' tab. The Local Governing Body has established a procedure for dealing with complaints. In the first instance parents should discuss any matters with the Head Teacher.

Charging and Remissions Policy

Charges are not made for activities that take place during school hours. These activities include:

- All aspects of the National Curriculum
- The provision of books, equipment, materials or transport in relation to any activity that cannot itself be charged for. However, parents may be asked to contribute voluntarily towards the costs of materials or ingredients where the finished product will then be owned by the pupil.
- Non-residential school trips and visits that take place substantially (50% or more) during school hours. A contribution towards the costs will be requested but parents are under no obligation to contribute.

Charges are made for:

- Materials, books, instruments or equipment where the pupil's parents wish him/her to own them
- Activities that are provided outside of school time that are not part of the National Curriculum,
- Residential School visits
- Cost of damages

Charging for optional extra activities

Items included in the cost of optional extras include staffing costs (teaching and non-teaching) and materials, books etc. provided in connection with the optional extra.

After school activities

The school invites a range of qualified coaches and professionals who are not members of the school staff, to organise and run these sessions. The coaches make a small charge for these sessions.

Residential School Visits

There will always be a charge for the board and lodging element on school visits irrespective of whether the visit has occurred within school hours or not. Additionally, if more than half of the visit takes place outside school hours, the remaining costs will be charged for in full. The cost of school visits includes a charge to cover the cost of insurance whilst pupils are not on school premises.

Remission of Charges

At present, if a residential activity takes place largely during school time and the parents / carer are in receipt of the following benefits, an application can be made for the normal charge for the school trip to be waived:

- Income Support or Income-based Jobseeker's Allowance
- The Guarantee Credit element of State Pension Credit
- Income Related Employment & Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit (providing that they are not entitled to Working Tax Credit and have an annual income (as assessed by the Inland Revenue) that does not exceed £16,190

This aligns with the eligibility criteria for free school meals.

Breakages and losses

We ask parents / carers to replace or purchase lost items of school property. The cost of wilful damage to school buildings or property will be charged to parents / carers by the school.

Voluntary contributions

All the education provided during normal school hours is at no charge to pupils. There is no charge for any activity undertaken as part of the National Curriculum, with the exception of some individual or small-group music tuition provided by peripatetic teachers from Kirklees Musica, which is a registered charity.

When organising school visits or visitors to enrich the curriculum and the educational experience of the children, the school invites parents and carers to contribute to the cost. All contributions are voluntary. If we do not receive sufficient voluntary contributions, we may cancel a visit. If an excursion goes ahead, it may include children whose parents or carers have not paid any contribution. We do not treat these children differently from any others. If a parent/carer wishes their child to take part in a school event, but is unwilling or unable to make a voluntary contribution, the child will still participate fully in the visit or activity. Sometimes the school pays additional costs in order to support the visit. Parents and carers have a right to know how each trip is funded, and the school provides this information.

The following is a list of additional activities, organised by the school, which require voluntary contributions from parents and carers. These activities are known as 'optional extras'. This list is not exhaustive:

- visits to museums; sporting activities which require transport expenses; musical activities which require transport expenses; outdoor adventure activities; visits to or by a theatre company and workshop events held in school

At Lindley Junior School voluntary contributions can be requested as follows for activities in the school day: to cover the cost of transport to an activity (100%); to cover the cost of a workshop session held away from school and to cover the cost of a workshop session from an expert / group held in school.

Emergency School Closure

It is a rare event for the school to be closed on a normal school day. It can happen if there is a breakdown of essential services such as heating failure, no water or electricity supply. It can also occur if there are severe weather conditions.

1. **Breakdown of essential services:**

- Where possible any closure will be notified to parents the previous afternoon.
- **Children will never be sent home early without notice – we will always keep children here until they are collected.**
- As far as possible, parents will be contacted by telephone/text and asked to collect children.
- In the event of an overnight breakdown you will be informed of closure at the school gates the next morning, and asked to take the children home.
- A text / statement on the school website, www.lindleyjun.org.uk will confirm the closure and announce the re-opening of the school.
- We will confirm the school closure on the Kirklees School Closures website.

2. **Severe weather conditions during the school day:**

- **Children will never be sent home early without notice.**
- Even in severe weather conditions, the school day will continue until 3.30pm as usual, but please assume that after-school activities will be cancelled.
- It is parents' responsibility to inform any other after school provision about any changes to their children's after-school arrangements.

3. Severe Weather overnight:

- If heavy snow falls overnight, we will update the school website, www.lindleyjun.org.uk as soon as possible – our announcements will have a date and time.
- We will also inform parents/carers of closure using our text messaging service, School Ping, so please ensure that we always have your up to date mobile number.
- Please also check Kirklees School Closures website, Lindley Junior School website for further information and listen to local radios.
- Members of staff who live locally, will try to be at the school gates to let you know that the school is closed.
- Please do not drop your child off at school without first establishing that school will be opening.
- If school is closed, opportunities for pupils to 'work from home' will be provided using Seesaw.

It is important to remember that some staff have to travel considerable distances, and may be advised not to make the journey to school in these circumstances. We will endeavour to have someone in school but please check teaching staff are on site before leaving your child. **Please establish that school has re-opened before sending your child.**

School Uniform

The school uniform, which is worn by all pupils, is as follows:

Girls Plain grey skirt **or** pinafore dress **or** smart, tailored trousers or tailored knee length shorts (not jeans, leggings, sports trousers etc.)
Plain white shirt (long or short sleeved), which is worn tucked into the waist band
School tie
Bottle green cardigan/V-necked jumper or sweatshirt (with or without the school logo)
Plain white or grey or black socks or thick tights for winter [school colours]
Black sensible shoes with a low heel for safety (not trainers, open-toe sandals or boots)
Alternatively, for summer, a short-sleeved dress in green and white check
Headscarf in grey, white or black

Boys Plain grey trousers (not jeans, cords or sports trousers, etc.) **or** tailored knee length shorts
White shirt, which is worn tucked into the waist band
School tie
Bottle green V-necked jumper or sweatshirt (with or without the school logo)
Plain white or grey or black socks
Black sensible shoes (not trainers, open-toe sandals or boots)

Direct Workwear are our school uniform providers. In school we carry a stock of ties and P.E bags to buy through ParentPay. Items of clothing without the school logo can be purchased at most local clothing shops and supermarkets. Please follow the links on our website to the Direct Workwear website.

As part of our commitment to being an eco-friendly school, we regularly hold 'Sustainable Uniform Pop-Up Shops' where high quality second-hand uniform items can be collected or donated via Uniform Exchange.

Equipment/clothing for physical education

Every child must change his/her clothing and footwear for each physical education activity. This is essential so that the clothing is suited to the physical activity, as well as to promote good hygiene. Drawstring P.E. bags are available from school.

Your child will need trainers or sports shoes, which are just used for sport.
A sensible tracksuit (preferably green or grey) would be helpful for cooler conditions. This is not essential; a warm jumper specifically for P.E., would be acceptable.
A school t-shirt in the appropriate house colour is available, but a plain white or coloured t-shirt may be worn and a pair of plain black or navy shorts

Year 4 - Swimming

A towel and swimming kit, including swimming cap is needed during year four. Boys must wear trunks not shorts. Please provide a named drawstring bag to hold all kit. This should be of a size suitable to hang on a peg underneath a coat! Oversized bags cause major difficulties in the confined cloakroom space. For reasons of hygiene and safety we ask that all pupils with long hair should always have it neatly tied back. We would be most grateful if you would ensure that all clothing is marked with your child's name.

Lindley Junior School End of Key Stage 2 Results 2024

A scaled score of 100 represents the expected standard for each test. If a child gets a scaled score of 100 or more it means they are working at or above the expected standard in the subject. If a child gets a scaled score of less than 100 it means that they may need more support to reach the expected standard. The highest scaled score possible is 120, and the lowest is 80.

The tests assess children against a national standard.

	% of Pupils Achieving at the Higher Standard – Scaled scores of 110+				
School	**Reading**	**Writing**	**Maths**	**Reading/Writing & Maths**	**Grammar/Punctuation & Spelling**
Lindley Junior School	30.2%	12%	24%	7.1%	33.3%
Kirklees LA	26.3%	9%	22.7%	5.8%	29.3%
National	29%	13%	24%	8%	32%

	% of Pupils Achieving at the Expected Standard or Higher				
School	**Reading**	**Writing**	**Maths**	**Reading/Writing & Maths**	**Grammar/Punctuation & Spelling**
Lindley Junior School	79.4%	83.3%	77%	64.3%	77%
Kirklees LA	71.8%	70.2%	72.4%	57.8%	70.6%
National	74%	72%	73%	61%	72%

School Staff

HEAD TEACHER

Mrs E McKenna

DEPUTY HEAD TEACHER

Mrs C Heath

ASSISTANT HEAD TEACHER

Mrs C Green

YEAR 3 CLASS TEACHERS

Y3/1 Mr J Kain
Y3/2 Mrs K McKirgan & Miss H Thomson
Y3/3 Miss C Adams
Y3/4 Mr M Bottom

YEAR 4 CLASS TEACHERS

Y4/1 Miss I Gee
Y4/2 Miss S Hawkes
Y4/3 Mrs L Peters
Y4/4 Mr P Taylforth

YEAR 5 CLASS TEACHERS

Y5/1 Mrs L Hill
Y5/2 Mrs S Polzin
Y5/3 Mrs V Mortimer
Y5/4 Mr M Tomlinson

YEAR 6 CLASS TEACHERS

Y6/1 Mrs S Whitworth
Y6/2 Mrs C Green & Mrs Z Roebuck
Y6/3 Mrs S Smith
Y6/4 Mrs V Noble

ADDITIONAL TEACHING STAFF

Mrs H Cunningham Mrs E Franklin-Thomson
Miss K Grey Mrs M Townsend
Ms R Greenwood Mr M Breen Mrs A King

SENCOs

Mrs E McKenna & Mrs Z Roebuck

EMOTIONAL WELLBEING & MENTAL HEALTH LEAD

Ms R Greenwood

ADMINISTRATIVE STAFF

Mrs R Warden - Business Support & Office Manager
Mrs N Cable – Business Support Assistant
Miss A Smith – Business Support Assistant
Mrs A Davies – Receptionist
Mrs S Ahmad - Receptionist

CARETAKER

Mr A Fairclough

LEARNING SUPPORT ASSISTANTS

Miss E Ashmore-Marsh	Mrs K Ball	Mrs S Banga
Mrs T Boothby	Mrs S Bowyer	Mrs L Brennan
Mrs N Brooks	Miss J Burgess	Mrs L Carmichael
Mrs A Dawson	Miss K Heron	Mrs R Lalli
Mrs R Dalton	Mrs K Mubarak	Mrs N Newton-Day
Mrs H Norwood	Miss P Oldroyd	Mrs L Pearson
Mrs L Reilly	Mrs T Robinson	Mrs L Sharp
Ms H Simmons	Mrs E Spence	Mrs P Sudhindran
Miss P Ashfield	Mrs U Cockcroft	Mrs E Wood

LUNCHTIME SUPERVISORS

Mrs S Ahmad	Mrs K Ball	Mrs T Boothby
Mrs S Bowyer	Mrs L Brennan	Mrs N Brooks
Miss J Burgess	Mrs L Carmichael	Mrs A Davies
Mrs A Dawson	Miss K Heron	Mrs R Dalton
Mrs K Mubarak	Mrs N Newton-Day	Mrs H Norwood
Miss P Oldroyd	Mrs T Robinson	Ms H Simmons
Mrs L Sharp	Mrs E Spence	Miss P Ashfield
Mrs U Cockcroft	Mrs E Wood	

CATERING MANAGER

Mrs R Sykes

COOKS

Mrs D Mitton
Miss T Taylor

CATERING ASSISTANTS

Miss S Culpan	Mrs L McGolpin	Mrs J Hallas	Mr P McKinley
Mrs S Murphy	Ms L Orrell	Mrs L Tozer	Miss C Woodward

CLEANERS

Mrs K Brown	Mrs Z Lashington	Miss J Mitchell	Mrs R Norcliffe